

***Module 2:***  
***"Where Am I Now?"***



## *Agenda*

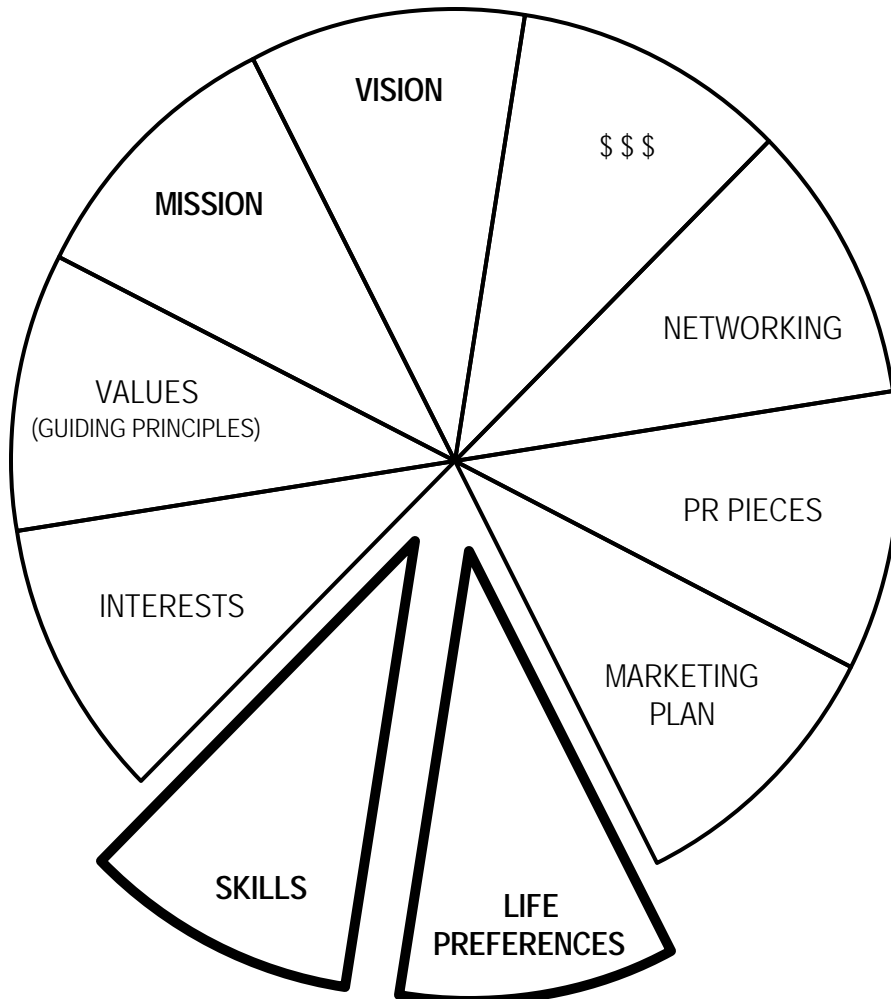
- Introduction
- **Ex:** Life Values Assessment
- **Ex:** Work Preferences Assessment
- **Ex:** Personality Assessment (Optional)
- **Ex:** Skills Assessment
- Review of the Group's "Matches"
- **Ex:** Possible Occupations
- Summary and Transition
- Evaluation

## *Objectives*

At the end of this module, you'll be able to:

- Identify which jobs may be most suitable for you.
- Identify your key skills, live values, and work preferences.
- Compile your personal profile to provide a rational basis for assessing future decisions.

## *Career plan*



In any good business plan you will need to assess what you have to offer and what you want to offer, as well as ensure that your business is compatible with your values and preferences. This section will help you identify your life preferences, skills, interests, and values so that Career plan will be a successful venture.

## ***Life Values Exercise***

### **Instructions:**

- Carefully read each value on the following two pages.
- Write down any values that are missing from the list.
- Check off those values that are most important to you in your life right now.
- Write down four and prioritize these values in your “Match.”

### **Follow Up:**

You may want to revisit this exercise after the session to consider how you would define each of your top values, i.e., how you would know if this value was being satisfied in your life. What you see, what you hear, what you feel, or what is happening when this value is being satisfied.

### **Example:**

#### **Honesty and Integrity**

What you see is what you get! I am valued and rewarded and accepted for being myself. My standards for myself are shared by those I live, work and play with.

## *Life Values*

1. \_\_\_\_\_ **Help Society:** Contribute to the betterment of the world I live in.
2. \_\_\_\_\_ **Help Others:** Help other people directly, either individually or in small groups.
3. \_\_\_\_\_ **Public Contact:** Have a lot of day to day contact with people.
4. \_\_\_\_\_ **Work with Others:** Have a close working relationship with a group; work as a team toward common goals.
5. \_\_\_\_\_ **Affiliation:** Be recognized as a member of an organization or club that is important to me.
6. \_\_\_\_\_ **Friendship:** Develop close personal relationship with people I work or go to school with.
7. \_\_\_\_\_ **Competition:** Test my abilities against others. There are clear outcomes.
8. \_\_\_\_\_ **Make Decisions:** Have the power to make rules and to determine where to go next.
9. \_\_\_\_\_ **Live under Pressure:** Participate in situations where deadlines and high quality work are required of me.
10. \_\_\_\_\_ **Power and Authority:** Be responsible for programs, activities and people.
11. \_\_\_\_\_ **Influence People:** Be in a position to change other people's attitudes and opinions.
12. \_\_\_\_\_ **Work Alone:** Do things by myself, without much contact with people.
13. \_\_\_\_\_ **Knowledge:** Seek knowledge, truth and understanding.
14. \_\_\_\_\_ **Intellectual Status:** Be regarded by others as a person of intellectual achievement or an expert.
15. \_\_\_\_\_ **Artistic Creativity:** Do creative work in any of several art forms.
16. \_\_\_\_\_ **Creativity (General):** Create/invent new ideas, program, organizational structures or anything else that has not been developed by others.
17. \_\_\_\_\_ **Aesthetics:** Have a job or be involved with projects that value a sensitivity to beauty.
18. \_\_\_\_\_ **Achievement:** Seeing the results of my efforts.
19. \_\_\_\_\_ **Balance:** Having energy and time to enjoy all aspects of your life: Job/School, Community, Family/Home/Friends, Personal.
20. \_\_\_\_\_ **Change and Variety:** Live a life that involves a lot of change or that is done in a lot of different settings.

- 21. \_\_\_\_\_ **Precision Work:** Do activities/work that allows little tolerance for error.
- 22. \_\_\_\_\_ **Stability/ROUTING:** Live a life that is predictable and not likely to change over a long period of time.
- 23. \_\_\_\_\_ **Fast Pace:** Work/play quickly; keep up with a fast pace.
- 24. \_\_\_\_\_ **Recognition:** Be recognized for the quality of my work in some visible or public way.
- 25. \_\_\_\_\_ **Excitement:** Do work that is very exciting or that often is exciting.
- 26. \_\_\_\_\_ **Adventure:** Be involved in activities/work that require me to take risk.
- 27. \_\_\_\_\_ **Profit/Gain:** Expect to earn large amount of money or material possessions.
- 28. \_\_\_\_\_ **Independence:** Decide for myself what I will do and how I will go about it; not have to do what others tell me to do.
- 29. \_\_\_\_\_ **Moral Fulfillment:** Feel that what I do is contributing to moral standards that I feel are very important (e.g. honesty/integrity).
- 30. \_\_\_\_\_ **Location:** Find a place to live that matches my lifestyle and allows me to do things I enjoy the most.
- 31. \_\_\_\_\_ **Physical Challenge:** Do work/play that is physically challenging and rewarding.
- 32. \_\_\_\_\_ **Time Freedom:** Handle my life according to my own time schedule; no specific schedule is required.
- 33. \_\_\_\_\_ **Supervision:** Have a job where I guide other people in their work.
- 34. \_\_\_\_\_ **Security:** Be assured of keeping my job and a reasonable financial reward.
- 35. \_\_\_\_\_ **Community:** Live in a town or city where I can get involved in community affairs.

\_\_\_\_\_ Others:\*

## ***Work Preferences***

### **Instructions:**

- Your work preferences include:
    - Where you want to work
    - How much you want to work with others
    - How you respond to different work situations
  - Complete the following questions by circling the answer that you prefer. If you want to clarify or explain your answer, write in your remarks to the right of the answer you chose. There are no right answers!
  - Write down any other work preferences that come to mind.
  - Write down the four top work preferences in your “Match.”
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### **1. Do you want a job that requires:**

- a) A lot of travel
- b) some travel
- c) no travel

### **2. Do you like a job that requires:**

- a) a lot of contact with people
- b) very little contact with people

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\* This list was derived from an exercise developed by Howard E. Figler, Director of Counseling at Dickinson College, Carlisle, PA. It appears on pp. 77–79 of *PATH: A CAREER WORKBOOK FOR LIBERAL ART STUDENTS* (Cranston, R.I., The Carroll Press, 1975.)

3. **Do you get more energy from working:**
  - a) in groups
  - b) alone
4. **Do you work best:**
  - a) under pressure
    - imposed by others or system
    - imposed by self
  - b) with no time pressure
5. **Which situation appeals to you more?**
  - a) the structured and scheduled
  - b) the unstructured and unscheduled
6. **Do you prefer to have:**
  - a) work duties that change a lot or in which there is a great deal of variety
  - b) work duties that are fairly routine
7. **Do you prefer to:**
  - a) work behind a desk
  - b) have a lot of activities that get you up and out — around or outside the work place
8. **To what degree are you a risk taker?**
  - a) a great deal
  - b) a little
  - c) not at all
9. **Do you prefer to work:**
  - a) independently
  - b) as part of a team
10. **Do you prefer to:**
  - a) start-up a new project or task



- b) maintain a project or task

**11. Do you prefer a job that requires you to be:**

- a) organized, goal-oriented, timely, task-oriented
- b) spontaneous, flexible, open to new options, process-oriented

**12. Do you prefer to:**

- a) work regular hours
- b) set your own schedule

**13. Do you prefer to work:**

- a) an eight-hour day
- b) whatever it takes to get the job done

**14. Are you willing to work overtime?**

- a) yes
- b) prefer not to
- c) no

**15. How do you feel about being a supervisor?**

- a) enjoy supervising others
- b) do not want to supervise others

**16. Do you prefer working in an atmosphere where:**

- a) everyone is sociable and friendly
- b) everyone is task-oriented and fairly impersonal

**17. If a job promotion required relocating, would you:**

- a) take the promotion and relocate
- b) not be willing to relocate

**18. If a job required more training/education, would you:**

- a) be really motivated to take a course or return to school
- b) be willing to take a course or return to school
- c) prefer not to take a course or return to school

**19. In your job would you be best described as:**

- a) **YEAST** — Your job just keeps growing and growing to keep up with all your ideas and to keep you motivated.

- b) **A MICROCHIP** — You stick fairly close to your job description, and the work that is assigned to you.

20. **For you, the best reward for doing a job is:**

- a) the work itself
- b) excellent pay and benefits
- c) just a plain thank you
- d) recognition from management, peers and customers

**Other:**

## ***Skills Assessment Activity***

### **Instructions:**

- Read the skills on the three sheets provided.
- Put a check (✓) next to each skill that you are good at doing (your own judgment, people seek you out for this skill, you have experience at school, home or outside activities). **If you have any questions about the meaning of a word, just ask.**
- Is there one sheet that has a lot more checks than the others?  
The first sheet lists Social skills; the second sheet lists Investigative skills; the third sheet lists Realistic skills (Physical/Mechanical) and Artistic skills.
- Go through the list again looking only at the words that you've checked...and circle the check if you **LOVE** to do this skill (it is fun; it is almost like not working at all; whenever you do it, time passes very quickly).
- Write down the top four skills that you really enjoy doing and prioritize these in your "Match."

### **Follow Up:**

You may want to revisit this exercise after the session by going through the list again and marking with an asterisk (\*) those skills that you'd like to learn. Can you think of ways to get knowledge, skill and experience in the ones that you starred? (School, volunteering, work, activities, home).

**HELPING/HUMAN RELATION SKILLS**

- \_\_\_ caring for others
- \_\_\_ being sensitive
- \_\_\_ empathizing
- \_\_\_ listening and understanding
- \_\_\_ counseling and guiding
- \_\_\_ communicating warmth
- \_\_\_ collaborating with others
- \_\_\_ participating in teamwork
- \_\_\_ advocating/negotiating for others
- \_\_\_ leading others
- \_\_\_ motivating/coaching others
- \_\_\_ sharing
- \_\_\_ hosting/hostessing
- \_\_\_ creating pleasant environments

**INSTRUCTIONAL/EDUCATIONAL SKILLS**

- \_\_\_ briefing and explaining
- \_\_\_ teaching and tutoring
- \_\_\_ advising/informing
- \_\_\_ training
- \_\_\_ leading and facilitating
- \_\_\_ creating learning environments
- \_\_\_ enabling others to help themselves
- \_\_\_ empowering and training others
- \_\_\_ illustrating concepts with examples

**LEADERSHIP SKILLS**

- \_\_\_ initiating/establishing
- \_\_\_ self-directing
- \_\_\_ managing time
- \_\_\_ persisting
- \_\_\_ confronting problem situations
- \_\_\_ planning and promoting change
- \_\_\_ active problem solving
- \_\_\_ taking risk
- \_\_\_ making hard decisions
- \_\_\_ evoking loyalty
- \_\_\_ motivating groups
- \_\_\_ inspiring trust
- \_\_\_ chairing meetings—persuading
- \_\_\_ influencing others
- \_\_\_ selling
- \_\_\_ negotiating/bargaining
- \_\_\_ debating
- \_\_\_ promoting ideas and products
- \_\_\_ reconciling conflicts
- \_\_\_ mediating
- \_\_\_ synergizing
- \_\_\_ attracting skilled, competent, creative people
- \_\_\_ instinctively understands political realities
- \_\_\_ works self-directedly without supervision
- \_\_\_ recognizing when more information is needed
- \_\_\_ adept at calling in other experts when needed

**MANAGEMENT SKILLS**

- \_\_\_ managing responsibility
- \_\_\_ delegating responsibility
- \_\_\_ organizing/coordinating others
- \_\_\_ planning and forecasting
- \_\_\_ designing and developing programs
- \_\_\_ establishing procedures and/or organizing structures
- \_\_\_ directing and supervising others
- \_\_\_ reviewing and evaluating
- \_\_\_ hiring and team building
- \_\_\_ implementing policies
- \_\_\_ developing potential in people
- \_\_\_ determining/interpreting goals

**COMMUNICATIONS/  
PUBLIC RELATION SKILLS**

- \_\_\_ communicating
- \_\_\_ writing reports/letters/memos
- \_\_\_ conversing
- \_\_\_ speaking
- \_\_\_ editing
- \_\_\_ reading
- \_\_\_ translating/explaining
- \_\_\_ defining
- \_\_\_ summarizing
- \_\_\_ writing: imaginative/promotional
- \_\_\_ public speaking
- \_\_\_ using humor
- \_\_\_ making media presentations
- \_\_\_ telling stories
- \_\_\_ performing in public

**NUMERICAL/ORGANIZATIONAL SKILLS**

- \_\_\_ preparing financial/bookkeeping reports
- \_\_\_ managing budgets or money
- \_\_\_ allocating resources
- \_\_\_ counting/computing/calculating numbers
- \_\_\_ financial planning; save money for the future
- \_\_\_ solving statistical problems
- \_\_\_ word processing/database/graphics
- \_\_\_ cost analysis
- \_\_\_ meeting deadlines
- \_\_\_ accepting responsibility
- \_\_\_ follow through
- \_\_\_ organizing records; classifying/filing/processing
- \_\_\_ getting things done; meeting goals;
  - \_\_\_ producing results
- \_\_\_ making arrangements/contacts paying attention to details
- \_\_\_ implementing decisions
- \_\_\_ coordinating
- \_\_\_ systematizing
- \_\_\_ planning on the basis of modules from the past
- \_\_\_ prioritizing
- \_\_\_ completing/delivering what you promise
- \_\_\_ improving performance
- \_\_\_ making good use of feedback

**RESEARCHING**

- |                   |                 |                        |
|-------------------|-----------------|------------------------|
| ___ investigating | ___ identifying | ___ collating          |
| ___ detecting     | ___ finding     | ___ classifying        |
| ___ surveying     | ___ gathering   | ___ assembling         |
| ___ inventorying  | ___ collecting  | ___ proving/disproving |
| ___ interviewing  | ___ compiling   | ___ reporting          |

**OBSERVATIONAL/ANALYTICAL SKILLS**

- \_\_\_ sensing/feeling/listening/being aware
- \_\_\_ observing/reflecting (people/data/things)
- \_\_\_ perceiving potential in others
- \_\_\_ learning quickly
- \_\_\_ keeping track of details
- \_\_\_ reasoning and abstracting
- \_\_\_ using logic
- \_\_\_ assessing
- \_\_\_ appraising
- \_\_\_ perceiving and defining cause and effect relationships
- \_\_\_ interpreting

**PROBLEM-SOLVING SKILLS**

- \_\_\_ gathering information
- \_\_\_ clarifying problems
- \_\_\_ anticipating problem
- \_\_\_ organizing and classifying
- \_\_\_ analyzing/dissecting/breaking into parts
- \_\_\_ diagnosing/finding the root of the problem
- \_\_\_ problem solving
- \_\_\_ troubleshooting
- \_\_\_ testing ideas
- \_\_\_ critiquing
- \_\_\_ evaluating
- \_\_\_ reviewing

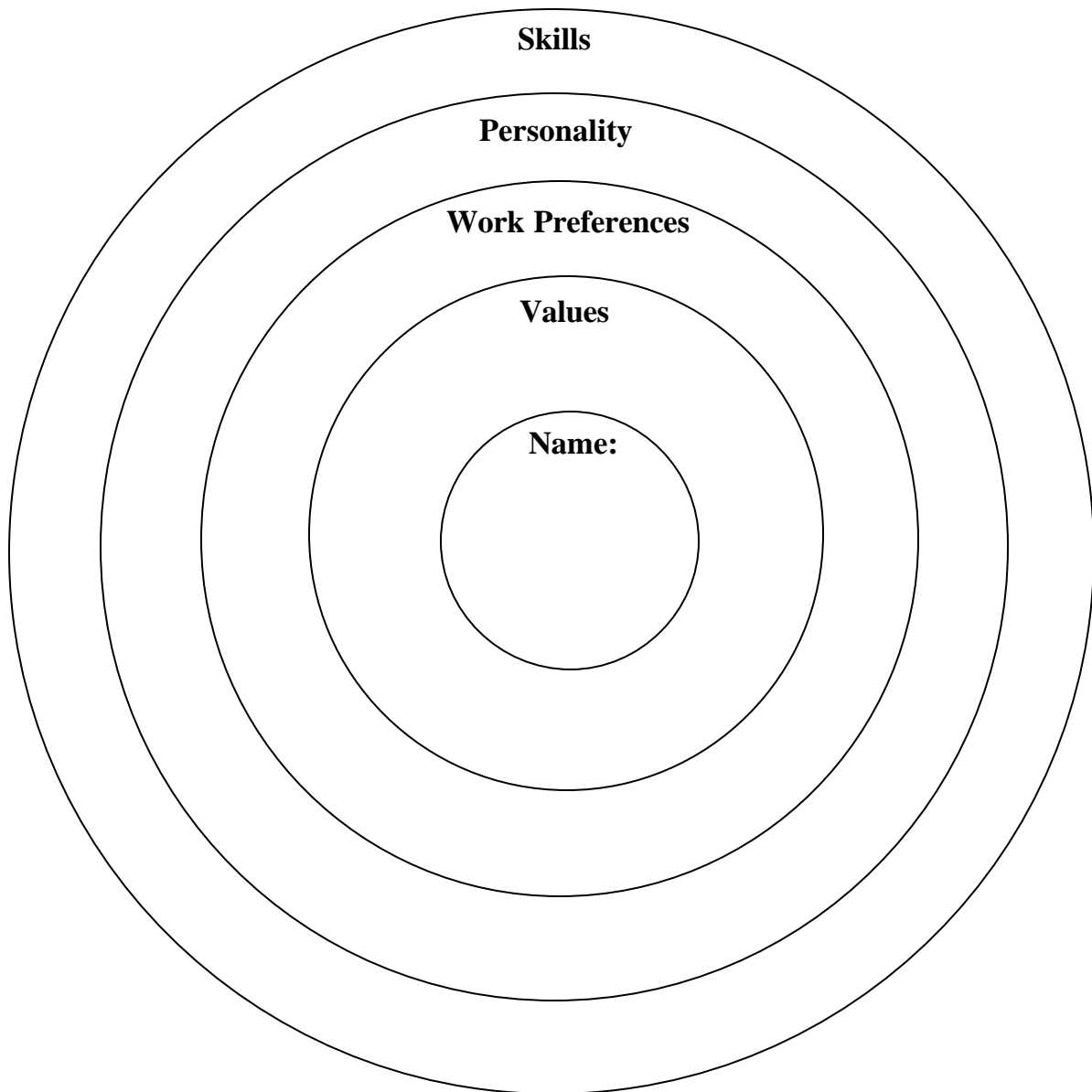
**PHYSICAL/MECHANICAL SKILLS**

- \_\_\_ physical coordination
- \_\_\_ plant care
- \_\_\_ farming
- \_\_\_ animal care
- \_\_\_ traveling
- \_\_\_ navigating
- \_\_\_ physical stamina
- \_\_\_ outdoor work
- \_\_\_ camping
- \_\_\_ athletics
- \_\_\_ manual labor
- \_\_\_ tending machines
- \_\_\_ cleaning
- \_\_\_ cooking
- \_\_\_ crafts
- \_\_\_ dancing
- \_\_\_ technical skills
- \_\_\_ mechanical reasoning
- \_\_\_ spatial perception
- \_\_\_ designing/shaping/composing
- \_\_\_ operating equipment or machines
- \_\_\_ using tools
- \_\_\_ repairing
- \_\_\_ assembling
- \_\_\_ installing
- \_\_\_ building/construction work
- \_\_\_ lifting/balancing/moving
- \_\_\_ precision work
- \_\_\_ producing
- \_\_\_ weaving, knitting, painting
- \_\_\_ sketching/drawing

**CREATIVE/IMAGINATIVE/INNOVATIVE SKILLS**

- \_\_\_ imagining
- \_\_\_ intuiting
- \_\_\_ improvising
- \_\_\_ inventing
- \_\_\_ innovating
- \_\_\_ creating ideas
- \_\_\_ experimenting
- \_\_\_ developing
- \_\_\_ formulating
- \_\_\_ synthesizing
- \_\_\_ integrating
- \_\_\_ predicting/showing foresight
- \_\_\_ adapting
- \_\_\_ improving
- \_\_\_ possessing insight
- \_\_\_ designing new programs/materials
- \_\_\_ staging/directing productions
- \_\_\_ possessing sensitivity to beauty
- \_\_\_ being expressive verbally/non-verbally
- \_\_\_ being creative(music, art, photography, sculpture, etc.)
- \_\_\_ visualizing colors, shapes and concepts
- \_\_\_ symbolizing words/images/concepts
- \_\_\_ writing poetry, plays, stories
- \_\_\_ performing, acting

## ***The Match***



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Course Date \_\_\_\_\_ Instructor(s) \_\_\_\_\_

We want to provide you with the best possible training. Your reactions to this module will help us improve the training. Please circle one of the following five choices for each question:

SA (Strongly Agree); A (Agree); N (Neutral/Unsure); D (Disagree); or SD (Strongly Disagree).

**Meeting Course Objectives:**

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. Identify which jobs may be most suitable for you.   | SA | A | N | D | SD |
| 2. Identify your key skills, live values, and work preferences.                              | SA | A | N | D | SD |
| 3. Compile your personal profile to provide a rational basis for assessing future decisions. | SA | A | N | D | SD |

**Contents:**

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 4. The amount of information covered was appropriate for the length of this module. | SA | A | N | D | SD |
| If you answered N, D or SD, was the amount of information covered:                  |    |   |   |   |    |
| Too much? _____ Too little? _____   |    |   |   |   |    |
| 5. The learning materials were clear and well organized.                            | SA | A | N | D | SD |
| 6. The examples used were appropriate for my situation.                             | SA | A | N | D | SD |

**Instructor(s):**

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 7. The instructor(s) presented information clearly and understandably.              | SA | A | N | D | SD |
| 8. The instructor(s) was/were available and responded to my questions and concerns. | SA | A | N | D | SD |

**Course Administration:**

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 9. The length of the module was appropriate. | SA | A | N | D | SD |
| If you answered N, D or SD, was the module:  |    |   |   |   |    |
| Too long? _____ Too short? _____             |    |   |   |   |    |
| 10. The classroom was comfortable.           | SA | A | N | D | SD |
| 11. Breaks were adequate and well spaced.    | SA | A | N | D | SD |

**Overall:**

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 12. There was a good balance between exercises and lecture.               | SA | A | N | D | SD |
| 13. I feel that I understand the ideas underlying the content we covered. | SA | A | N | D | SD |
| 14. How did you hear about this course?                                   |    |   |   |   |    |

**Comments?** (Use back if necessary)





